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ABSTRACT

The implementation guide to Project SPICE (Special Partnership in Career Education) - a curriculum designed to develop and demonstrate effective methods and techniques for providing career education experiences for educable mentally handicapped (EMH) students (ages 11-to-13 years) is provided. A description of the program focuses on program objectives (such as career awareness and employability skills) and methods (such as peer tutoring and career consultants). Implementation suggestions are given for the following program aspects: beginning, obtaining administrative permission, incorporating career education, establishing peer tutoring, securing community consultants, arranging on-site visits, checking policy on transporting students, securing parental permission, and involving all the students. Among appendixes are copies of the parental permission form and the community career consultant letter and survey. (PHR)

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PROJECT S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

GUIDE TO PROGRAM IMPLEMENTATION

SEPTEMBER, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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PROJECT S.P.I.C.E.

GUIDE TO PROGRAM IMPLEMENTATION

Introduction

Students, parents, employers, educators, researchers and theorists are no longer debating the need for career education information in the school's curriculum. For tomorrow's work force to be prepared to better meet the challenges and demands of the rapidly changing world, we, the educators, can no longer assume that every student will naturally find a niche in the work force. Graduating from the structured society of school into the "unprotected" world of work can be a frustrating and continual battle for any person; however, for those individuals who differ from the normal population because of some type of physical or mental handicap, the battle is much more difficult and the person fighting the battle is frequently defeated.

In 1977-78, Volusia County, Florida, Public Schools decided to take positive steps to help those students in their district who were classified as Educable Mentally Handicapped to become "career aware" and "career prepared," in hopes of off-setting difficulties they faced when entering the working world. Project S.P.I.C.E. (Special Partnership In Career Education) was made possible through a grant from the Department of Health, Education and Welfare's Career Education Program. The purpose of the project was to develop and demonstrate the most effective methods and techniques for providing appropriate career education experiences for intermediate age educable mentally handicapped students.

In this guide, we describe the methods by which an educator can

establish a program of career awareness for the educable mentally handicapped (EMH) student. This guide will help you, the special education teacher, the regular classroom teacher, or administrator to work effectively together to provide the EMH student with a school experience which addresses his or her career development needs.

In addition to the Guide to Program Implementation, six teaching modules have been developed. The format for each of the six modules includes: 1) Module Objective; 2) Student Performance Objectives; 3) Plan of Module; 4) Using the Module; 5) Assessing Student Achievement; 6) Module Profile; and 7) Learning Activities. These materials have been developed to provide an organizational framework for a career education curriculum for EMH students. The guide and modules may be modified, revised or adapted to fit the needs of individual teachers and students. We encourage you to examine these materials, select the ideas or strategies you would like to use, and then implement them in your school.

THE S.P.I.C.E. PROGRAM

What is Career Education?

Perhaps the best way to define career education is to tell you what career education is NOT! Career education is not vocational education. Vocational education trains students for technical and trade fields, while career education focuses on preparing all students to make wise career choices through the exploration of the world of work and realistic analysis of their own interests and abilities.

Career education is not a school subject. We don't teach classes in career education in our schools. Career education is viewed as an integral part of all classes so that students may link learning with preparation for life. Students are taught that the basic skills of reading, writing, and computing are important tools for learning, living and working. Career education can make all subjects a part of the student's value system and help him to select achievable goals for a satisfying life style.

In the S.P.I.C.E. Project, career education is viewed as the umbrella under which skills, academic and living, are developed. Career education is the vehicle by which students apply meaning to the knowledge they are gaining in school, as well as the means by which they learn about occupations in the world of work, including the essential information of how to find, obtain and keep a job.

Purpose

The purpose of Project S.P.I.C.E. is to introduce career education into the educational program of the educable mentally handicapped student. This is accomplished through the use of peer tutors, community career consultants, career-oriented on-site experiences, classroom instruction,

student projects and parental involvement.

Peer Tutoring

Special education programs have clearly demonstrated their efficacy in meeting the unique learning needs of educable mentally handicapped students. However, many educators have begun to question the long-range implications of isolating these students from their age-peer group of non-handicapped students. Perhaps one of the greatest disadvantages of isolating EMH students in self-contained classrooms is the loss of interaction between such students and their non-handicapped peers.

One method whereby schools can structure peer group interaction between handicapped and non-handicapped students is an approach called mainstreaming. This term describes educational programs in which handicapped students participate with non-handicapped students in all instructional activities or participate in limited learning activities. The mainstreaming of EMH students into academic activities with their non-handicapped age-group peers can often be devastating to the EMH student. Consequently, in Project S.P.I.C.E., partnerships were established between an educable mentally handicapped child and a non-handicapped child for the purpose of career exploration as well as other learning experiences.

While peer tutoring involves pairing of students, it is not assumed that the non-handicapped student will always be the tutor. Peer tutoring is a reciprocal process and should be carefully structured so that all students benefit from the experience.

As educable mentally handicapped students and non-handicapped students work and learn together, mutual understanding and acceptance develops between them. They begin to appreciate the unique talents and abilities of each other and to develop positive attitudes toward each other. These

attitudes contribute to improved school performance for both groups of students.

The interaction of educable mentally handicapped and non-handicapped students is a productive method of providing career awareness information. The EMH student discovers a learning situation in which he can participate with regular students and be successful.

Community Career Consultants

The cooperation and collaboration of the local business community is integral to the success of Project S.P.I.C.E. Community Career Consultants hold a wealth of information which only they can share with students, whether through visits to the classroom or on-site visits by the students. In talking about their occupation or business, they explain the educational and training requirements for various occupations. They help students understand the personal characteristics which contribute to career success, and provide other information requested by the students.

Career-Oriented On-Site Experiences

Community Career Consultants also act as sponsors, or hosts, for student career-oriented on-site experiences. On-site experiences usually involve no more than four students, consisting of paired handicapped and non-handicapped students. Through such experiences, students develop a practical, realistic view of the world of work, and the role they may eventually assume in that world.

Classroom Instruction

The classroom teacher establishes the learning environment and programs to meet the individual needs of students in the academic areas. All special activities of Project S.P.I.C.E. are designed to augment and reinforce regular classroom instruction. By relating academic subject

matter to the real world of work, the students discover the need for learning the basic school subjects of reading, writing and mathematics.

Student Projects

Some of the special projects students participate in are those related to on-site experiences within the business community. Included in the projects are slide and still photographs taken by the students and job information obtained from interviews with employees. Completed student projects are presented by small groups of students to the total student group. These presentations are made when all students are together for a weekly sharing session. In this manner, every project student is able to benefit and learn from each career-oriented on-site visit.

Parental Participation

The family is a reinforcing agent of career education experiences in the home. Parental involvement in Project S.P.I.C.E. is essential to the development of the student's self awareness. Parents are encouraged to assign chores and other home related responsibilities to students and to keep a record of student progress in such tasks. Parents are encouraged to include students in family budgeting and financial planning. Parents may also serve as community career consultants.

Program Objectives

Since it is often difficult for the EMH person to find employment, the central focus of the S.P.I.C.E. program is to make students aware of career opportunities and skills necessary to obtain and maintain employment. Another facet of the program is to make the community aware of the potential usefulness of the EMH person as an employee.

In planning a S.P.I.C.E. Program, attention is focused on experiences that facilitate maximum learning. The learning experience that has the greatest long-range effect for the student, EMH and non-handicapped alike, is to experience an on-site visit or talk with a community consultant in the classroom. By receiving information directly from the world of work concerning employment opportunities and the skills required for employment, the student has a more realistic basis for preparing for his future.

Specific activities are designed to promote student achievement in each of the eight student performance objectives of the project. The performance objectives were derived from the eight elements of the National Standard Career Education Model and were adapted for EMH students. These objectives and the career education element to which each relates are:

1. Students will demonstrate increased knowledge that different career directions require varying types of education and training. (Educational Awareness)
2. Students will demonstrate increased knowledge of the variety of occupations found in the world of work. (Career Awareness)
3. Students will demonstrate increased knowledge of the American Economic System. (Economic Awareness)
4. Students will know and be able to demonstrate selected skills required in the successful performance of at least three occupations in the project community. (Beginning Competency).
5. Students will know and be able to demonstrate a minimum of five characteristics about self. (Self Awareness)
6. Students will develop and demonstrate work habits which contribute to career success. (Employability Skills)

7. Students will demonstrate the ability to apply information and values to the process of making decisions in the selection of the three occupations for skills development. (Decision Making)
8. Students will know and be able to demonstrate at least five personal rights and the corresponding responsibilities of each. (Attitudes and Appreciations)

Program Participants

Students participating in Project S.P.I.C.E. were assigned to two elementary schools in DeLand, Florida. The EMH students were assigned to self-contained special education classes, while the non-handicapped students were assigned to sixth grade classes. The students received regular classroom instruction under the direction of their assigned teachers.

PROGRAM IMPLEMENTATION

The following guidelines have been developed to help you establish a S.P.I.C.E. Program at your school. Remember, the two most important features of the S.P.I.C.E. Program are: infusion of career education into the existing school curriculum and the use of peer tutoring.

Where Do You Begin?

Now that you have read about the career education program for handicapped and non-handicapped students, you may be asking how you can have such a program in your school. Actually, the process is not too difficult. The first hurdle you will face will be that of locating another teacher with whom you can work. This teacher should have students within the same age group as your students and should share your enthusiasm for providing a complete and realistic curriculum for students.

Once you have identified a cooperating teacher, set aside time for planning. Planning time and equal sharing of time and talent by both teachers is essential to the success of this program. Once the two of you have decided that you are willing to commit yourselves to this new endeavor, you can begin your work.

But, what if you cannot find a cooperating teacher? Must you give up the idea of S.P.I.C.E.? The answer is no. Although your task is easier if teachers willingly volunteer to work in a S.P.I.C.E. Program, don't be discouraged if at first you do not have a volunteer.

One alternative would be to set up the program within your own classroom. Most classrooms have a variety of children with many different strengths and weaknesses. You may even have children within your classroom who are diagnosed as learning disabled, slow, or who are partially sighted, blind, hard of hearing, or have some other physical impairment. You may

find that you have only the "normal" divergency in your classroom, i.e., some brighter children, some children who find academic learning difficult, and some "typically average." Even so you can set up the "peer partnership" within your own classroom, and the students will interact with one another and learn to accept the needs and interests of each other.

Suppose you are the special education teacher and have not succeeded in getting a volunteer cooperating teacher. Before you give up, do a little crusading. Frequently, teachers of "normal" children are reluctant to become involved with "special" children because they do not understand how to teach them, or how to relate to them, or they have had bad experiences in trying to work with these children in a regular classroom. Under these circumstances, you need to talk to the teachers. Invite them to your classroom, show them the work your students can do, explain your program and the methods you use, visit their classrooms, emphasize the potential for learning for both groups of students. Be persuasive, but remember, do not force a teacher to participate. The teacher must be committed to the program and be willing to spend the necessary time in order for this program to work.

How Do You Get Administrative Permission To Start Your Program?

Frequently programs do not "get off the ground" because teachers do not know how to approach the administration for program approval. Before you make an appointment with your administrator, be prepared. Be able to explain the program in detail, its objectives, the amount of time involved, the necessary funding or financial assistance, demands upon the teachers, needed supplies or curriculum materials, and most importantly, potential benefits to the students. Most administrators, when properly approached, are very receptive to new program ideas, particularly if you involve them

in the planning of the program. Be optimistic, think positively, provide a united front. . . you will get your program!

How Do You Incorporate Career Education Into Your Existing Curriculum?

Career education does not mean you must change your curriculum. Actually, you will find that you can relate career education concepts to most of your existing program. For example:

Mathematics. You are studying a unit in geometry. As part of this unit, you might ask students what workers would need to know about geometry? What types of workers would need to know about lines, shapes, angles, area, etc.? A list from the students could reveal any of the following: mathematicians, engineers, space workers, artists, construction workers, builders, surveyors, architects, interior decorators, carpet installers, house painters, and cartoonists. You could then arrange to have one or more of these people visit your class, or you could plan an on-site visit to one of them at their place of employment. You might also ask students to work in peer tutoring groups to research the skills needed for these types of jobs and share their findings with the rest of the class during the weekly group sharing period.

Science. In science class, you are studying conservation. Within your discussions you raise questions about how individuals might help to conserve water, land, electricity, power, gas, etc. Since individual knowledge is often somewhat limited, you might ask experts to talk to your class and share their knowledge about conservation, as well as talk to the children about their jobs. Persons who would make good resource consultants in this area are: power company representatives, gas station owners or mechanics, city planners, zoning officials, local representatives of the Environmental Protection Agency, forest rangers, National Park

Rangers or attendants, geologists, environmental engineers, oceanographers, sewage plant treatment operators, or sanitation engineers.

Social Studies. You are involved in a unit on geography. You have been using a wide variety of maps in the classroom; road maps, natural resource maps, rainfall maps, topographical maps, agricultural maps and industrial maps. Have the children identify workers they think might need to know how to read and interpret maps. They should come up with a list which would include: AAA travel clerks or other travel agents who plan trips via automobiles, meteorologists, agricultural extension agents, city planners, airline pilots, road construction engineers, miners, construction engineers, industrial management specialists. Make arrangements for classroom visits, or have students do library research on some of these careers, then plan an on-site visit to some of these places of employment.

Language Arts. You are working on a communications unit, specifically writing. You may ask the students to identify various kinds of writing--newspaper, story books, magazines, television, radio, theater, advertising. Arrange to have consultants from the following areas speak to your students about how to write, and about their jobs in writing: Newspaper editor, copywriter, columnist, free lance writer, cartoonist, local television newscaster or announcer, radio newscaster, announcer, advertising agents, chairmen of publicity committees for civic and service organizations, local writers, novelists, poets, theater production managers, or English and speech teachers from the local community colleges or universities. These people can discuss a variety of opportunities for writers within the professions.

There are, in addition to community resources, numerous commercially

produced career education materials which interrelate ideas and concepts in career education in reading, mathematics, language arts, science and social studies skills; consequently, you may wish to initiate a curriculum materials search to make your program integration easier. Check with your central office materials center, search through catalogs, ask for help from your educational media specialist, get your district supervisor to look for appropriate materials. You don't have to operate alone!

In planning your programs, you must determine what you want your students to achieve. Study the eight career education elements in the National Standard Model: 1) Career Awareness; 2) Educational Awareness; 3) Beginning Competency; 4) Economic Awareness; 5) Self Awareness; 6) Attitudes and Appreciations; 7) Decision Making and 8) Employability Skills. After studying these eight elements, select those you wish to focus upon, or choose all eight, as they do relate to one another. Your next step is to determine how much time you wish to devote to the program. This decision will, in part, determine the depth to which you delve into the eight elements (or whatever number you choose). Plan a minimum of six (6) to nine (9) weeks for the program. If possible, consider running it through the entire year. The more time you spend on the program, the easier the integration with your on-going curriculum and the more realistic the program will be to the students.

Determine the length of time per day, or week, that can be spent in program activities. Remember, you need teaching time and student interaction time. You will need to schedule peer tutoring segments, guest speakers, on-site visitations. Classroom activities will be the largest medium for the implementation of program activities, so keep this in mind when you are planning time segments. By infusing career information into

your daily curriculum, little change will be needed in your teaching syle--only a readjustment of teaching input time and class activity time is needed. In your planning, schedule a time for a weekly sharing session for your students. This time can be used for students to share on-site visitation reports, for guest speakers, for game activities, films, etc. This time is a must!

To help you relate career information to your existing academic program, you should establish a set of student performance tasks expected of students. Students should be provided a copy of the objectives so they are aware of what is expected of them. (See Appendix for sample objectives). When establishing your performance objectives, be realistic, include only those you know you have materials, activities and time to cover. Write your objectives in terms of the work situation. Students, whether handicapped or not, may have little knowledge of career awareness, but they learn better when information is related to experiences they have had or which you will provide for them.

How Do You Establish Peer Tutoring?

Peer tutoring is the primary thrust of your program: students learning together; students helping other students; students understanding each other. Learning activities, related to real-life work situations, will be very realistic to the students. Through these peer-tutored learning activities, students learn how to function in the working world, they will learn how to get along with co-workers, how to cope with frustration, how to cooperate, and how to survive.

Peer tutoring should be structured as a reciprocal process. By using peers as tutors, both students are learning. Not only is peer tutoring a teaching experience, it is a reinforcement to learning. As

one student teaches or assists another student, he is, in fact, putting his learned skills into practical use. In tutoring situations, the students will learn how to learn!

Peer tutoring can be accomplished in several different ways. Under no circumstances should students be permanently paired. Pairing should reflect the strengths and weaknesses of the students with respect to the assigned tasks. For example:

Situation I. Willie, an EMH student, is having a very difficult time grasping the regrouping concept in addition. When you explain it and work with him, he remembers to regroup, but if you walk away, Willie no longer can do the problem. Teresa, a 6th grader is an average student on grade level in math but sometimes makes careless mistakes in adding when regrouping. By placing these two students together in a peer-tutoring setting, Teresa will be able to help Willie remember to regroup, and she is likely to be much more careful about her own work because she is a model for Willie.

Situation II. Albert, a 6th grader, is performing at 4.0 grade level in reading. Albert has very poor word attack skills but comprehends what he reads. Lloyd, an EMH student, is performing at 2.5 grade level in reading. He has little difficulty attacking words and his sight vocabulary test is at 5.0 grade level. However, Lloyd does not comprehend what he reads. By working together, these boys can help each other in word attack and comprehension skills.

This type of peer tutoring accomplishes two learner outcomes:

1) The students are receiving the individual attention and guidance they need in order to master skills and 2) The students are receiving reinforcement in using those skills which they have mastered.

When academic subjects are not the major focus of peer tutoring, you may wish to try random assignment of tutors. This process will help the students to get to know each other better and may help you to identify which students work best together, which have common interests, likes, dislikes, etc., which might help you later with other types of classroom activities.

Before peer tutoring actually takes place, you will have to train your students. They must be aware of what is expected of them during a tutoring session. They will need to know: 1) What tasks they are expected to accomplish; 2) How much time they will have; 3) What materials they can use; 4) What space is available to them; 5) What behavior is expected of them. Tutoring sessions should always be supervised. The supervision can be done by you, your teaching partner, or another member of the school staff. In this way, you can insure that the tutoring sessions are being used productively and help will be readily available to tutors if needed.

How Do You Secure Community Consultants?

Community consultants are vital to your program, they are the link between the world of work and your classroom. As a classroom teacher, you cannot possibly know all there is to know about the career opportunities available in your community, nor do you have the pertinent information about those occupations with respect to qualifications for the jobs, pay, retirement, fringe benefits, hours, etc. The community consultant can provide this information.

The community career consultant can be asked to arrange to have students visit the business or to come to your classroom as a guest speaker. In either case, he will share his knowledge about his job/profession with

your students.

To obtain community career consultants, check with your school or school district to see if they have a resource file of businesses that cooperate in established career education programs. If not, contact your local Chamber of Commerce, parent group, civic organizations, service organizations, church groups, government officials or labor organizations to obtain lists of members and possible consultants. In contacting these groups, give them detailed information about your purpose for wanting the membership lists. Solicit their help in securing consultants for your program.

After receiving names of potential consultants, survey the possible candidates or make personal contact with those who you think can help you the most. If you choose to survey the candidates, write a short letter explaining the purpose of the program and the need for their assistance in the program. Include a brief statement about career education and the objectives of your program. Also, enclose a questionnaire to be completed and returned to you. The questionnaire should provide you with information concerning: 1) Who is willing to participate; 2) Whom you should contact for arrangements; 3) The role the consultant will play in the program; 4) The approximate days and time the consultant will be available. (See the Appendix for a sample letter and questionnaire).

After a person agrees to participate in your program, you must help him to understand what is expected of him. Explain in detail the kinds of information you wish him to share with your students. Describe the age levels of your students, the number of students he will meet, and the amount of time he will have with the students. Agree upon the date and time that the students will visit him or he will visit the classroom.

(The planned weekly sharing session is used for the consultant's in-class visitation). Approximately two days prior to the planned visit, telephone the consultant for confirmation of the day and time of the visit. This can save you and the consultant embarrassment if arrangements have been forgotten or confused.

Upon completion of an on-site or classroom visitation, present the consultant with a certificate of appreciation and/or a letter of acknowledgement for his participation in your program. If possible, have media coverage of the experience. Anything you can do to make the consultant feel important about his participation in your program will encourage his continued support. Remember, public relations is part of your program! A follow-up letter of gratitude should be sent to each participant; the letter should include a summary of the information shared with your students and how your students used the information. Students may also write "thank you" letters. (See appendix for suggested letter/certificate format).

NOTE: Community employers are very willing to participate in the education of students. Some employers are disgruntled with the employees they hire. They are expressing a desire to help "educate" the people who will work for them. An on-site host commented, "who can better tell you what you need to learn in school? I know what you need to do to work for me. Let me tell you, then, go back to school and learn it."

A review of the steps to follow in securing Community Career Consultants follows:

1) Solicit Support
    a. Parent groups
    b. Local Chamber of Commerce

c. Civic or Service Organizations

d. Labor, government and professional organizations

e. School or district resource files

2) Survey Potential Consultants

a. Letter of explanation

b. Program objectives

c. Questionnaire

3) Contact Consultants

4) Explain in detail what is expected of a consultant

a. Information needed to be shared

b. Number of students participating

c. Level of students, abilities, exceptionalities

d. Length of time available

5) Assign date and time of visit

6) Confirm date and time approximately two days prior to the visit

7) Present consultant with certificate or letter of appreciation

8) Send follow-up letter of gratitude and student "thank-you" letters.

9) Follow up activities in class using information from the consultant.

How Do You Arrange On-Site Visits?

In planning an on-site visit, group your students in small numbers, the smaller the number of students, the more productive the visit. The optimum number of students is four; however, you can take as many as twelve and have a worthwhile experience. Most business enterprises prefer the smaller groups. Your groups should include paired sets of matched handicapped and non-handicapped students. Students who do not attend the on-site visit will remain at their school with the cooperating teacher.

Transportation for on-site visits can be provided by private car.

You may wish to transport the students or you may wish to arrange for parental transportation, or transportation through the school system, civic or service organizations.

Check The Policy In Your District About Transporting Students!

For all on-site visits, secure parental permission. Students should not be taken off-campus without parental consent. If several on-site visits are planned, you may wish to secure a "blanket" permission from the parents for the trips. (See Appendix). Follow-up notes can then be sent to the parents a few days before the actual visit, stating the day, time and place to be visited. When longer distance or out of district trips are planned, be sure to secure special permission from the parents for such trips. Parents should know when, where and how long the trip will take as well as the mode of transportation for the students. Provisions should be made for lunches if trips involve the entire day.

On-site visits can get expensive, and as the classroom teacher, you should not have to "foot the bill" yourself. Following are some suggestions to help you off-set the cost of the on-site visits.

1) Request school funds for transportation. If when planning your program you involved your administrator, he may make provisions in his budget to accommodate your travel expenses. He may also help you to secure funding from your district.

2) Ask the school's PTA or parent group for help. Ask to make a program presentation at one of their meetings. Explain the objectives of your program and the benefits to students. Present a realistic cost breakdown and ask them to help. If they cannot provide actual dollars, they may be able to secure volunteer drivers, station wagons, mini-buses, etc. You might even suggest they participate in the program as on-site supervisors

so that you can remain in the classroom with the other students. Or, maybe they would like to work in the classroom while you are on an on-site visit. Make parents feel important! They can and will help!

3) Present your program to civic and service groups. Not only does this type of activity help you to secure community career consultants, but you can ask the groups for financial assistance for transportation to on-site visits. Again, be prepared with approximate amounts of funds necessary for the visits. Also, request volunteers to transport students. Don't be bashful, ASK!

4) If it is not feasible to obtain funds for transportation for on-site visitations, request consultants to make in-class presentations. Although this procedure is not the preferred one for maximum learning, it is a good alternative.

How Do You Secure Parental Participation?

Obviously, contacting the PTA and other parent groups is one way to secure parental participation in your program, however, you can ask parents to participate on a more personal level and at regular intervals, by assigning activities for the students to do at home. For instance, have students do a study of the jobs held by their parents. Frequently, students have no idea what their parents really do "at work". You might ask the parents to be community career consultants or classroom helpers. Often parents have special talents which can be useful to you as a classroom teacher. Maybe the mother of one of your students is a fine amateur photographer. She would be an excellent resource person to help the children learn how to take photographs for their on-site visits. Maybe one of the fathers is the personnel manager at the local hospital, he would be a great contact person for information on the health professions.

Caution: Seek the parents help, but don't make excessive demands. You want their participation, but you don't want them to get discouraged because you are always asking for their help. Be discreet. Use your judgement.

How Do You Involve All The Students?

By planning for small groups of students to participate in an on-site visit, you may think you will have to plan several trips to one establishment in order for all students to receive information about the employment skills necessary for that particular type of job. Not so. In fact you need visit an establishment only once. The small group of students who make the on-site visit have as their responsibility the sharing of their information and experience with the other students in the class. This is the time to use your group sharing session. Since it is difficult for most students to remember all that they learned at an on-site visit, the students should be taught how to use portable cassette recorders, cameras, or if your school has access to a portable video tape outfit, to record their visit. Photographs, slides, and the recorded interview can be used in a slide-tape presentation, or a bulletin board display, or merely serve as a stimulus for a more elaborate investigative attempt by the students who were doing the visitation. The projects the students develop to share their information with their fellow students can also be used for presentations to parent groups, other classes, as well as to school administrators, and civic and social groups who have participated in the project, or who you are hoping will participate in the project.

By assigning the students the responsibility of sharing information from their on-site visits with the remainder of the class, you are implementing several good teaching techniques: 1) Peer tutoring (working

together to produce the project); 2) Reinforcemnt of the learned material; 3) Stimulating student creativity and input in the curriculum; 4) Making the curriculum relevant to the needs of the students.

Whenever you start planning to incorporate student projects into the curriculum, you are immediately faced with many problems; time, equipment, cost, expertise. Let's address each of these separately.

Time. The time factor here is more than just the time for an on-site visit. You are talking about the time involved in working on the project as well as time for presentation. Presentation and on-site time should have been adequately planned for during your overall planning for the inclusion of career education into your program. Project time is something else. Although there are many opportunities during the regular classroom day to allow students to work on their projects, you may have to make some special time allotments for the students to get help on their projects. This can be class time, or "at home" or "after school" time. Here is where parents can be helpful in supervising "at home" activity. Peer tutors could arrange to do some of their work at home and if one or more parents have skills which would be useful to the students, the parents should be encouraged to help the peer tutors on their presentations. Perhaps you could have your cooperating teacher, your educational media specialist, other teachers, or parents come after school and provide instructional and supervisory help to the students who are working on the presentations. Remember, not everything must be done during class time.

Equipment. Equipment, especially cameras and film will be the largest expense for student projects. The first investigation you should make with respect to equipment is to check out the facilities within your school and district. Often schools have media equipment that students

can use after being properly instructed in their use. Again, don't overlook the students and their parents. Most families have cameras that are easily used and can take slide or regular photographs. Instamatic cameras are the easiest to use for most students and they do a more than adequate job for your purposes. Cassette recorders are also very useful to the students. Here again, check facilities at school and at home. Most schools now use these recorders in the classroom and many families have recorders at home.

Cost. If you cannot obtain adequate equipment through the channels mentioned aboove, then you are faced with having to purchase some equipment for your classroom. It's solicitation time again. Check school funds, parent, civic and social groups or local businesses. Many times photography shops will donate film and flash cubes for your use, particularly if you use them for your film processing or purchase cameras through them. They may even be willing to give your students a short course in photography.

Compare film processing centers and select the one that provides the most services for the lowest price. Also request possible discounts for school use. Does your school system have a photography department? Do they teach photography at any of the high schools? If so, you may have just found a very inexpensive processor!

To obtain tapes for the cassette recorders, check the "audio" stores around town. Here too, they will frequently donate tapes if you buy other equipment from them. They will also teach your students what types of tapes to use to produce the best sound.

Does your school district allow you to stage fund raising events? If so, encourage your students to raise their own money for the equipment

they will need.

Expertise. Whenever you start asking students to make presentations which use media, you will have to become an "instant expert" in media usage. This is really not hard to do, but rather than trying to do it all yourself, why not secure "experts" from other areas to help you? Remember the parents! You may just have the photographer, radio technician, etc., within your parent groups. Get help from the local audio and photography shops--they make great career consultants too! What about fellow faculty members? Do any of them have special skills? Wouldn't this be the perfect time to strike up that partnership with your media specialist that you have been wanting to do for several years? Are there classes offered through the community college or adult education on photography or media usage? If so, either make arrangements to attend classes or at least make contact with the instructor. Maybe he would like to come to your class! Is there a media-oriented company within your community? Frequently such companies are willing to sponsor Saturday classes for teachers and students.

Well, now you are ready to "give it a try." Special Partnership in Career Education (S.P.I.C.E.) can be an exciting concept to integrate into your curriculum. Students working together and making learning useful are important facets of the S.P.I.C.E. program. Take the time to plan, and implementation will be easier. Take the time to get to know your students and the students of your partner's class so that you can best decide the course of action which will benefit all students. Be innovative, be creative, be a little daring, and don't allow yourself to become discouraged easily. S.P.I.C.E. can work for you!

NOTE: Just in case you are still wary of your ability to include S.P.I.C.E. as part of your classroom curriculum, the developers of S.P.I.C.E. have also written a series of modules that they have used in the classroom. An outline of these modules appears below. The modules were developed around two basic concepts: mastery learning and the eight career education elements of the National Standard Model for Career Education.

S.P.I.C.E. MODULES

I. Self Awareness
   - Me and My Family
   - Me and My Ability
   - Me and My Interest
   - Me and My Values
   - Me and My "Looks"

II. Career/Educational Awareness

III. Decision-Making
   - Thinking About Yourself
   - Occupational Information

IV. Economics
   - Paychecks and Taxes
   - Spending Your Money
   - Banking
   - Supply and Demand

V. Employability Skills
   - Making Time Count
   - Know Your Job

Work Habits

Doing the Job Right

VI. Rights and Responsibilities

APPENDIX

OBJECTIVE: Economic Awareness

The project student will demonstrate increased knowledge of the American Economic System.

1. The student will list three paycheck deductions.
2. The student will identify two fringe benefits.
3. The student will list two services provided by taxes.
4. The student will list three smart shopping rules.
5. The student will list two dangers of buying on credit.
6. The student will list two results of not making credit payments on time.
7. The student will list two reasons for keeping a budget.
8. The student will identify three types of insurance.
9. The student will identify high and low interest loan sources.
10. The student will list two benefits of keeping a savings account.
11. The student will fill out a deposit slip.
12. The student will write a check.
13. The student will balance a checkbook.

OBJECTIVE: Employability Skills

The Project EMH student will develop and demonstrate work habits which contribute to career success.

1. The student will list two things that could happen to him if he were absent from work or late.
2. The student will state what he should do if he is to be absent from work or late.

3. The student will begin and finish a task on time.

4. The student will state how to get help the first day on the job.

5. The student will state what he should do if he makes a mistake on the job.

6. The student will list two things that may happen to someone who steals goods from work.

7. The student will record a phone message.

8. The student will list two things to do if he finds a safety hazard at work.

9. The student will complete a task without breaking the safety rules.

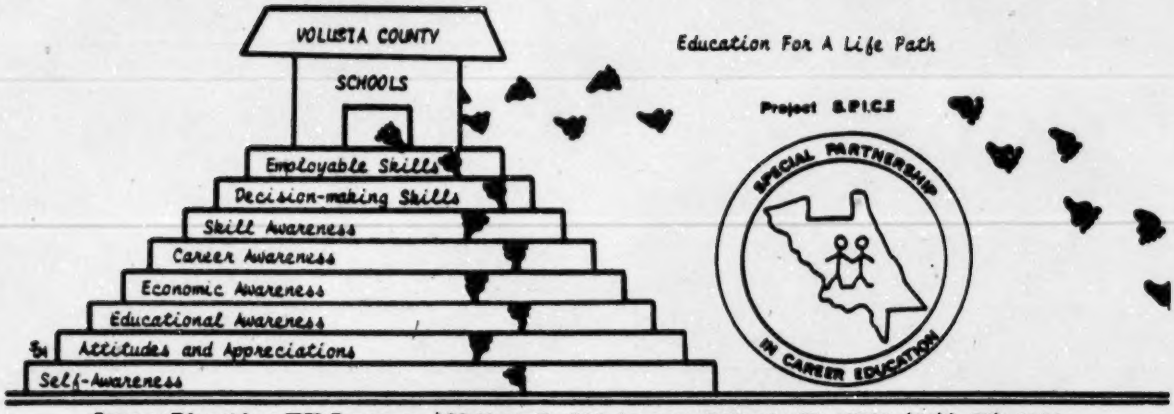
10. The student will state what he should do if he discovers a better way to do his job.

11. The student will complete a task without wasting materials.

12. The student will clean and return tools and materials after completing a task.

13. The student will follow written instructions and complete a task.

14. The student will follow oral instructions and complete a task.



Career Education EMH Program, 409 West Euclid Avenue, DeLand, FL 32720 (904) 734-0933

Dear

In February, 1977, the Department of Health, Education and Welfare's Career Education Program designated monies for new and innovative programs to be implemented in the school setting. Volusia County submitted a proposal designed to develop and demonstrate effective methods and techniques for providing career education experiences to educable mentally handicapped (EMH) students. The proposal was accepted and funded and we're now on our way to making the proposal a reality.

An integral component of the program is the development of a partnership between the EMH child and his non-handicapped peer. We feel that by working together in career education experiences in school the EMH and non-handicapped students will be better prepared to work together in life's situations. Thus, the project is called SPICE (Special Partnership in Career Education).

The project is centered in the DeLand area. Schools directly involved are Starke Elementary and George Marks Elementary. There are approximately 60 students participating in the project. Twenty-four of these students are assigned to classes for the educable mentally handicapped in the two project schools. The other thirty-six students are sixth graders at Starke.

For the educable mentally handicapped it is often difficult to find employment. The central focus of our program is to make them aware of career opportunities and skills necessary to obtain and maintain employment.

Another facet of our program is to make the community aware of this potential source of employees. The mentally handicapped student is not mentally ill. He is a student who is slower intellectually but capable of many types of work.

In planning the SPICE project, we are focusing our attention on experiences that will facilitate maximum learning. The learning experience that has the greatest long-range effect is for the student, EMH and non-handicapped, to experience an on-site visit or talk with

a community consultant in the classroom. By receiving information directly from the world of work concerning employment opportunities and skills required for employment, the student will have a realistic basis for preparing for his future.

The community career consultant holds a wealth of information that only he can relate to students. This information, whether shared with no more than four students on-site or with a larger group of students in the classroom, will be the springboard for educating future employees. The consultant can provide many kinds of career information that would be impossible for the teacher to know. Examples of information that may be shared with students are the following:

(1) Description of business: Do you provide a service or goods to the community?

(2) Types of employment available: What are the titles of the jobs at your establishment?

(3) Job description: What must the employee do on the job?

(4) Skill/educational requirements: In order to obtain a job, what must the employee know how to do? Do you provide on-the-job training?

(5) Standards for continued employment: What work habits must the employee have in order to keep his job?

(6) Salary and benefits: Are your salaries based on minimum wage, experience, or open? Do you provide health/life insurance, sick leave, vacation with pay?

(7) Advancement: What are the possibilities for advancements? What must an employee do to advance?

(8) How school subjects and the knowledge and skills learned in school relate to success in the world of work.

I am asking for your expertise and participation in making the program a success. We anticipate your services would be needed no more than two times during the school year. Attached you will find a brief summary of career education and a form for you to return. Please consider your important role in providing these children with facts about the world of work that they might otherwise not receive.

Please contact me if you would like further information about Project SPICE or if I can be of assistance.

Thanking you,

Debby Emerson

Debby Emerson
Coordinator, Project SPICE
734-0933

Brief Description Of Career Education

As It Relates To Project SPICE (Special Partnership In Career Education)

Students attend school for the purpose of acquiring reading, writing, and computing skills and also attitudes that will prepare them for assuming an adult work role. It is the intent of career-oriented education to help each student acquire the attitudes and skills necessary for success in their future career through subject matter areas already present within the school system. Teachers, parents, and the business community must work together to help students develop a sense of responsibility and a desire to contribute to society. The main emphasis of our project is to inform and orient children to the concept of work and workers, making them aware of the broad range of career possibilities.

The following student objectives will be used as guidelines in the project:

(1) The student will demonstrate increased knowledge that different career directions require varying types of education and training.
(Educational Awareness)

(2) The student will demonstrate increased knowledge of the variety of occupations found in the world of work.
(Career Awareness)

(3) The student will demonstrate increased knowledge of the American Economic System.
(Economic Awareness)

(4) The student will demonstrate selected skills required in the successful performance of at least three occupations in the project community.
(Beginning Competency)

(5) The student will develop and demonstrate work habits which contribute to career success.
(Employable Skills)

(6) The student will demonstrate a minimum of five characteristics about self.
(Self Awareness)

(7) The student will demonstrate the ability to apply information and values to the process of making decisions in the selection of three occupations for skills development.
(Decision Making Skills)

(8) The student will know and be able to demonstrate at least five personal rights and the corresponding responsibilities of each.
(Attitudes and Appreciations)

COMMUNITY CAREER CONSULTANT

Project SPICE

I. Name of Business or Organization _____

Address _____

_____

Phone _____

Contact Person _____

Position or Title _____

Product or Service (Please Describe Briefly)

_____

_____

_____

Occupations/Job Titles in Your Business or Organization

_____

_____

_____

II. Will You Allow On-Site Visitations by Small Groups of Students Under Close Supervision of Parents and/or Teachers? Yes ____ No ____

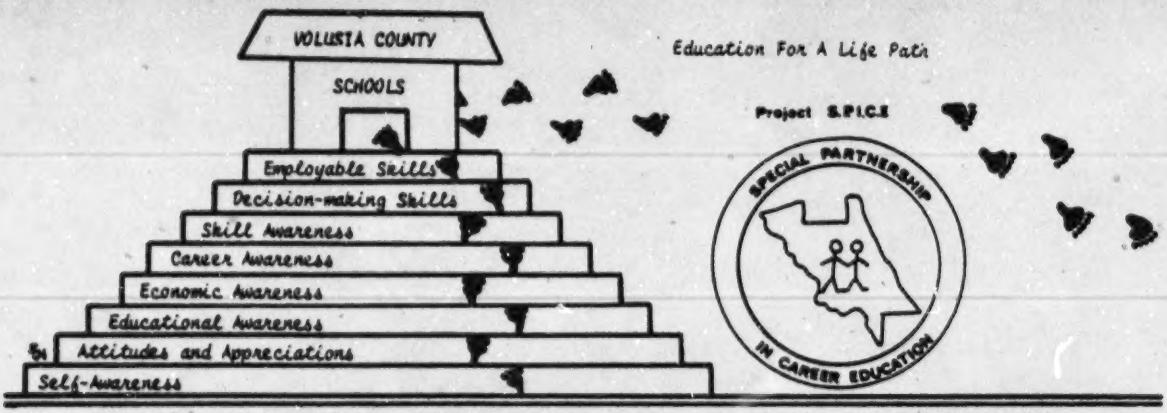
If Yes, would students be permitted to: (Check as many items as applicable.)

_____ Observe Workers?
_____ Interview Workers?
_____ Take Photographs?
_____ Record Interviews?

III. Would you or a member of your business or organization be willing to visit our school (either Starke Elementary or George Marks Elementary) to talk with students about your work? Yes ____ No ____

If you answered Yes to either of the above (II or III),

How much advance notice would you require? _____
Which day of week would be most convenient? _____
What time of day would suit you best? _____



Career Education EMH Program, 409 West Euclid Avenue, DeLand, FL 32720 (904) 734-0933

March 7, 1978

Mr. Julian Stenstrom
Cardinal Industries
P.O. Box U
Sanford, FL 32771

Dear Mr. Stenstrom:

Thank you for allowing us to visit with you on Wednesday, March 15 at 10:00 a.m.

You can be a valuable contributor to our project's career-oriented curriculum by discussing with the students the following:

1) Explain the nature of your company. Does it provide a service, manufacture a product, or both?

2) What types of employment are found? Please name the job title, educational or training requirements, clothing requirements and salary range.

3) Emphasize how school subjects are helpful in the performance of some of the occupations.

4) Allow time for the students to ask questions.

I understand you will provide a tour of the industry. If possible, we would like to talk with several of the employees.

Enclosed you will find a list of questions the students will be asking you and other employees at Cardinal Industries.

Thanking you,

Debby H. Emerson
Coordinator, Project S.P.I.C.E.

VOLUSIA COUNTY SCHOOLS

DELAND FLORIDA

This Certifies That

_____

Has contributed significant time and talent to Project S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

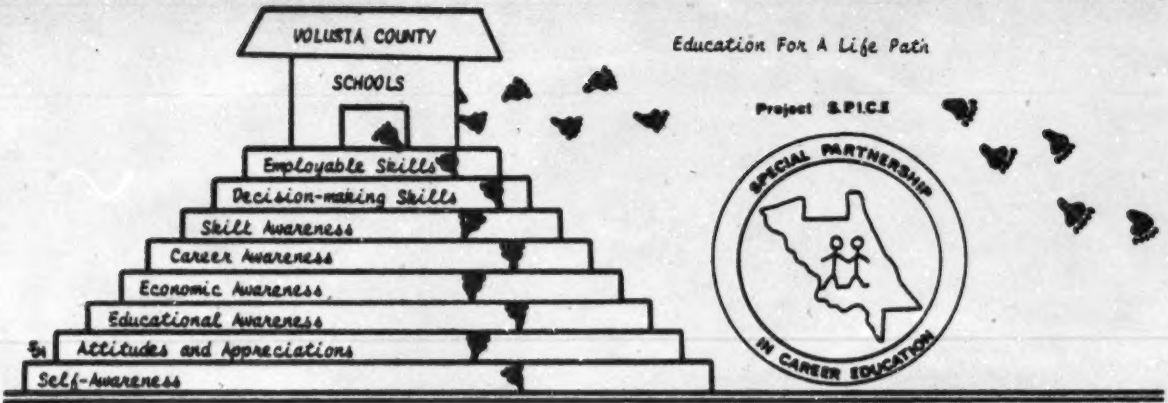
_____ Teacher

_____ Teacher

_____ Teacher

_____ Coordinator

_____ Date



Career Education EMH Program, 409 West Euclid Avenue, DeLand, FL 32720 (904) 734-0933

March 16, 1978

Mr. Robert Smith
Sherwood Medical Industries
P.O. Box 2078
DeLand, FL 32720

Dear Mr. Smith:

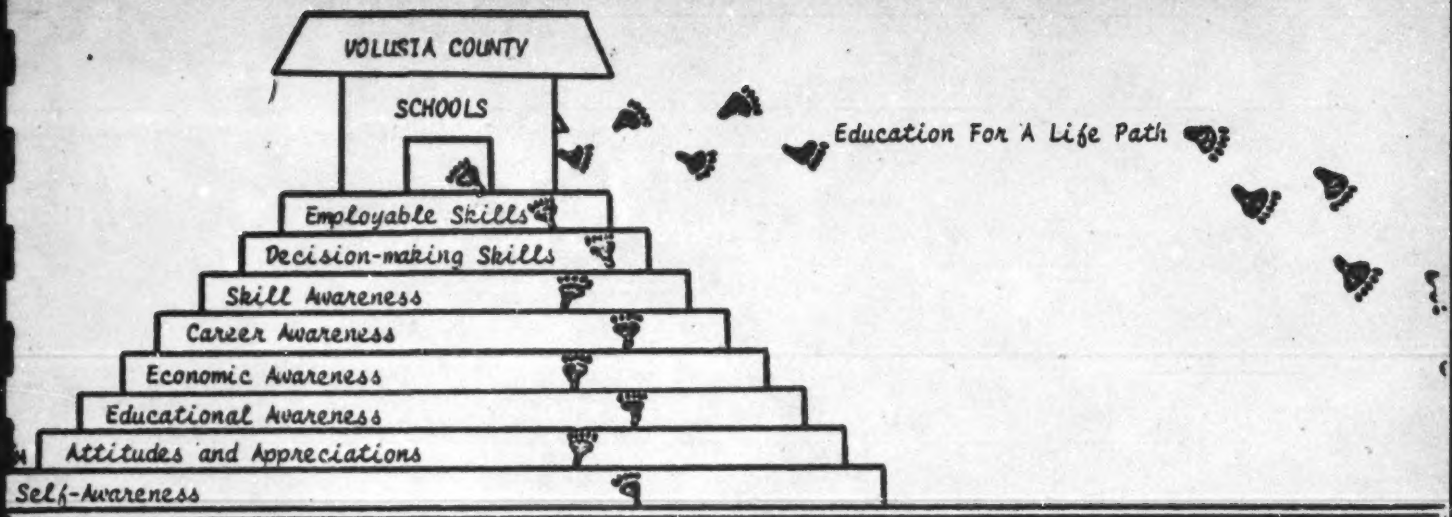
I would like to extend my thanks and appreciation to you for your participation in Project S.P.I.C.E. as a Community Career Consultant.

By your coming in to visit our classroom, the students have begun to be aware of the various opportunities that are available to them after graduation from either high school or further education.

The project personnel also believes you have impressed the children with the need for the basic academic skills such as reading, writing, math, spelling, etc. We anticipate the students becoming more enthusiastic about learning as they find out education and the desire to learn is imperative in order to function successfully in the world of work.

Thanking you,

Debby H. Emerson
Coordinator, Project S.P.I.C.E.



CAREER EDUCATION OFFICE, E. D. C., BOX 1910, DAYTONA BEACH, FL 32015 (904) 255-6475

Dear Parents,

Your child will be participating in a special career education program this year. We are having an orientation concerning the program, Tuesday, October 18, 1977, at 7:30 p.m. at Starke Elementary cafetorium. It is essential for you to attend so that you will understand the goals of the program. The objectives we wish to accomplish in career education are a very important part of your child's education.

One part of this special program includes trips to work settings off-campus in Volusia County. Transportation for the trips will be by private car for small groups and school bus for large groups. Advance notification will be sent so that you will know when and where your child will be going.

Thanking you,
Debby Emerson, Project Coordinator
Frank Elliott, Resource Teacher
Eleanor Danglise
Linda Shelton
Ruth Clifton

_____ has my permission to go on

off-campus career education trips.

_____
Parent Signature

March 13, 1978

Dear Parents:

As part of our Career Education Program, we will be visiting Cardinal Industries, March 15, 1978. We will be leaving school at approximately 9:00 a.m. and returning approximately 1:00 p.m.

Transportation will be provided by school bus.

The cafeteria will provide a packed lunch. Please check one:

_____I would like a packed lunch from the cafeteria

_____I will send a packed lunch for my child.

_____ has my permission to go to

Cardinal Industries in Sanford by school bus on March 15, 1978

_____
(parents signature)

Debby Emerson
Project S.P.I.C.E. Coordinator